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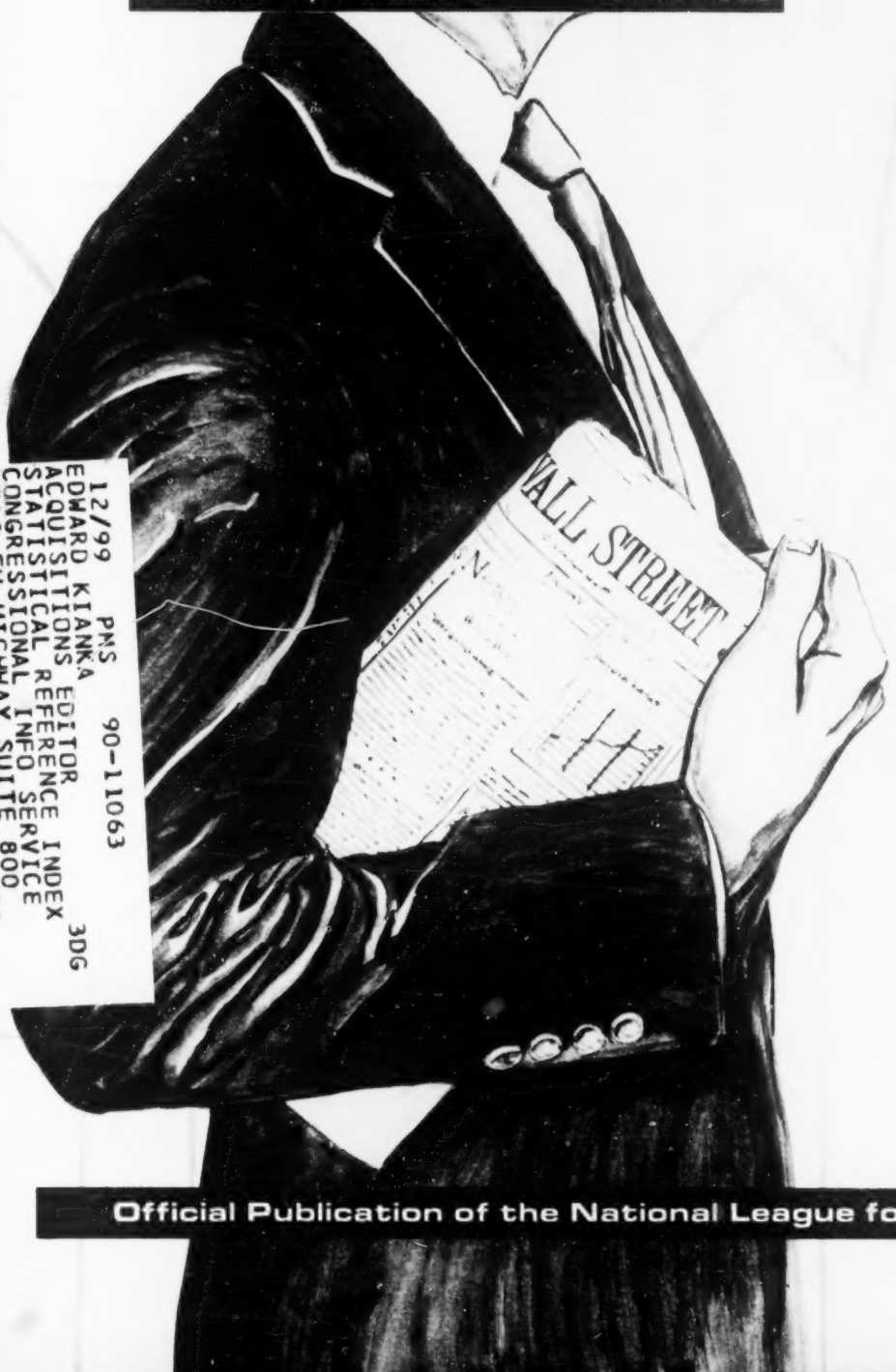

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Developing Management for Nursing Administration

Technology and Structure of Nursing Organizations

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Nightingale's Perspective of Nursing Administration

Nursing Administration as Paradigm Reflection

A Nursing Department Can and Should Plan for the Future

Official Publication of the National League for Nursing

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FEATURES

Development Management for Nursing Administration

By Richard Heyden, Gloria Lucas, and Beverly Henry 178

The authors examine what is needed to set up and maintain effective nursing administration in both developing nations and here in U.S. underdeveloped areas—it's time, in their words, for "nursing Administration to look 'outward'—to place the management of health services in a world context."

Knowledge and Skills for Nurse Administrators

By Barbara A. Mark, Jean T. Turner, and Sheila Englebardt 184

What education and skills does a nurse administrator need to function at top level today? The authors look at education needs of both nurse executives and nurse managers, with a comparison to the more typical education provided in nursing administration programs.

Nursing Administration Research as a Paradigm Reflection

By Charlotte McDaniel 190

McDaniel scrutinizes recent research in nursing administration. She indicates that current research is atomistic—focused on the nurse provider—and not on organization, patient, or administration, and offers suggestions on where research should turn.

Technology and Structure of Nursing Organizations

By Judith W. Alexander and Barbara Mark 194

The two authors use a "technostructural contingency model" that allows them to compare and contrast nursing units. They assess technology in three ways—instability, variability, and uncertainty—while they assess structure in terms of vertical and horizontal participation, as well as formalization. They offer case studies as examples.

Nightingale's Perspective of Nursing Administration

By Beverly Henry, Stephanie Woods, and Jean Nagelkerk 200

This article combines elements of the March issue's "History" theme with this month's "Nursing Administration" theme. Nightingale, while best remembered for her battlefield nursing, was also an accomplished nursing administrator whose ideas might well be applicable today.

A Nursing Department Can and Should Plan for the Future

By Patricia Anvaripour, Clement Bezold, and Gail Weissman 207

This month's "In My Opinion" describes how and why nursing departments ought to take the future into account. The authors use as their model the Futures of Nursing project at The Mount Sinai Center in New York City.

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The articles in this issue come courtesy of the Council on Graduate Education for Administration in Nursing (CGEAN). Chairperson is Dr. Beverly Henry.

NURSING & HEALTH CARE offers diverse views on subjects of interest to readers. Articles represent the opinions of individual contributing authors and are not necessarily those of the National League for Nursing.

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Nursing Education Appropriations

Peter Preziosi EdM, RN
Director of Public Policy

It's that time of year again when Congress battles over budgetary priorities and prepares the fiscal year 1991 budget. Business as usual translates into another year of deep spending cuts in health care, which means a tight rein on nursing education funding. With the exception of $5 million set aside for disadvantaged students, President Bush's proposed budget follows his predecessor's footsteps with zero funding for nursing education.

Despite the relentless nursing supply crisis, organized nursing will be hard pressed to convince Congress to increase funding for the Nurse Education Act (NEA) much above the current 1990 funding level of $57 million. It is a well-known fact that the supply problem cuts across all delivery settings and affects a variety of health care providers throughout the country. The crux of the problem relates to the increased demand for health providers, particularly nurses, caused in large part by the expansion in health care technology, the increasing prevalence of chronic illness, and the growing elderly population.

Compounding the continued demand for registered nurses is the decline in nursing school enrollments since the 1983–1984 all time high of 250,000 students. NLN's 1989 preliminary data show a total of 186,213 students enrolled in diploma, associated degree, and baccalaureate nursing programs. though this figure represents a 0.7% increase over 1988 enrollments, the number of students studying to be registered nurses still falls short of past enrollment numbers. Therefore, short-term prospects for a sufficient supply of qualified graduates to fill increasing numbers of registered nurse positions is bleak.

Financial assistance to undergraduate and graduate nursing students is essential to provide individuals the needed monetary resources for nursing education. Federal funding, particularly through the nurse education act, assists in breaking down barriers to nursing education for individuals desiring to enter the profession as well as for nurses wishing to upgrade their education. Though there are other federal programs, philanthropic foundations, voluntary organizations, and business groups providing financial assistance, the nurse education act represents a broad-based funding approach to the critical issues facing the profession today.

Reauthorized by Congress in 1988, the Nursing Shortage Reduction and Education Extension Act created authority to fund special nursing projects while simultaneously increasing nursing education funding at both the graduate and undergraduate levels. Special projects include innovative hospital and long-term care nursing practice models to improve clinical nursing practice, geriatric health education centers, skill upgrades of nursing personnel through rapid transition programs, and satellite delivery for rural health education. Support for students from disadvantaged backgrounds provide support for recruitment and retention of students, stipends, faculty training, and career ladder options for licensed practical nurses.

Advanced nurse education supports programs offering master's and doctoral degrees in nursing. Professional nurse traineeships offer grant monies to registered nurses enrolled in master's and doctoral programs. Nurse practitioner, nurse midwife, and nurse anesthetist funding provides both institutional and individual educational support to produce these advanced nurse clinicians. Nurse faculty traineeships grant nursing schools post baccalaureate faculty fellowships.

Tuition and fees for financially needy full-time undergraduate students seeking a first-time nursing degree with an obligation that the graduate work a minimum to 2 years in an eligible health facility. The loan repayment program provides a student loan at a 5% interest rate with a 10-year repayment plan. Nurses can repay up to 85% of their nursing student loans by agreeing to serve for at least 2 years in a designated nursing shortage facility.

Tri Council for Nursing Funding Recommendations for Fiscal Year 1991

Nurse Education Act Programs	FY 90 (Actual)	Tri Council Requests	NEA Authorization	FY 91 Administration Budget
Special projects (Sec. 820)	12.9	14.8	20	0
Disadvantaged (Sec. 827)			5	5
Advanced nurse Education (Sec. 821)	12.9	17.2	20	0
Professional nurse traineeships (Sec. 830)	13.5	16.5	16.0	0
Nurse Practitioners/ certified nurse midwives (Sec. 822)	13.4	15.4	21	0
Nurse faculty traineeships (Sec. 830 (b))		0	1.1	0
Nurse anesthetists (Sec. 831)	1.1	1.8	1.8	0
Loan repayment (Sec. 836, 837)	1.0	1.0	5.0	0
Undergraduate scholarships (Sec. 843)	2.9	3.35	30.0	0
Total	57.7	69.05	119.5	5

All figures are in millions of dollars.

requirements. When an organization complies with CHAP standards, the client and family may be assured that they will receive the care they deserve. The guidelines also provide a basis for CHAP accreditation, a status achieved only by superior agencies.

In an era when more and more health care is being delivered in the home, CHAP is a vital link in assuring that home care is of high quality. The new standards are a bold and essential step in assuring that goal.

Standards may be acquired through Community Health Accreditation Program, Inc. (CHAP), National League for Nursing, 350 Hudson Street, NY, NY 10014.

New Initiative to Expand Educational Video Development

The National League for Nursing's Chief Executive Officer, Pamela Maraldo, PhD, RN, FAAN, has announced a new inititiative to expand production of high-quality educational videos for use in both academic and practice settings. "We have always led the way in producing innovative educational resources for the nursing community—all targeted to our mission to improve the quality of health care in the nation," she said.

The first videos to be released as part of this new initiative cover nursing history, curriculum development, and nursing theory.

Nursing in America: A History of Social Reform, is a landmark documentary that traces the dramatic and tumultuous events that shaped nursing in America, including the establishment of community health nursing, the world wars, birth control, civil rights, feminism and social activism. Renowned nursing historians, nurse educators, and treasured leaders, including Ellen Baer, Virginia Henderson, Elizabeth Carnegie, and Claire Fagin, to name a few, tell the dramatic story, accompanied by rare archival footage and period music.

Curriculum: Revolutions and Counterrevolutions addresses the controversy, clarifies the issues, and promises to stimulate discussion among nursing faculty nationwide about the curriculum revolutions. Seven nationally prominent nurse educators appear in the video to engage in passionate debate as they air their views.

Theories at Work is the long-awaited sequel to NLN's popular video, *Nursing Theory: A Circle of Knowledge*. It shows nursing theory successfully implemented on a daily basis in nursing centers across the country. Students see how theory-based nursing practices, such as Howard University College of Nursing's innovative nurse-managed program for the homeless, and the internationally recognized Center for Human Caring at the University of Colorado, make a tremendous impact on the lives of the individuals and communities involved.

All there new video releases are available in either ½" VHS or ¾" U-Matic formats for purchase at $275 or 10-day preview at $75. They can be ordered from the National League for Nursing, Publications/Video Order Unit, 350 Hudson Street, New York, NY 10014, or by calling 1-800-669-1656 (in the New York City area at 212-989-9393.

NLN's Exclusive Data Projects Nursing Shortage in 1990s

National League for Nursing President Patty L. Hawken, PhD, RN, has released preliminary NLN figures on nursing school admissions, enrollments, and graduations—the only data used by the federal government to project the severity of the nursing shortage over the coming decade. The NLN has been providing accurate projections of the shortage for over 30 years. Final data—to be available this year on April 15—will be based as it is every year on information provided by 100% of the nation's schools of nursing, while the preliminary data is based on responses from 90% of the schools.

The preliminary NLN data indicates that the number of nursing school enrollments and graduations remains virtually unchanged from 1988 to 1989. "Unfortunately, today's data tell us that the nursing shortage will be with us in the 1990s," said Hawken. "While no change at all in enrollments and graduations is better than the serious declines we saw in recent years, we are going to need a big increase in students—not merely a leveling off—to meet the rapidly accelerating demand for nursing services." Hawken added that demand for nursing has skyrocketed in recent years as a result of several factors, prominent among them the aging of the population, the increasing needs of the chronically ill, and the growing AIDS epidemic.

	1988	*Projected 1989*	*Projected % change*
Total admissions	94,269	94,907	+0.7
Diploma	8,389	8,435	+0.6
Associate degree	57,375	57,736	+0.6
Baccalaureate	28,505	28,736	+0.8
Total enrollments	184,92 4	186,213	+0.7
Diploma	18,860	18,797	−0.3
Associate degree	95,986	96,642	+0.7
Baccalaureate	70,078	70,774	+1.0
Total graduations	64,839	64,871	+0.1
Diploma	5,938	5,717	−3.7
Associate degree	37,397	37,514	+0.3
Baccalaureate	21,504	21,640	+0.6